PSYX 532.01: Advanced Psychopathology

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Syllabus - Psyx 532 – Autumn 2013
Advanced Psychopathology

Meeting Location and Times: MW 12:10 – 1:30 pm, CPC 121

Instructor: Bryan Cochran, Ph.D.
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Phone: 406.243.2391
Office: Skaggs Bldg 145
Office Hours: Mon. 2:30-4, Wed. 9-10:30, or by appointment

Notes:
Accommodation of Students with Disabilities: Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://www.umt.edu/disability.

Academic Misconduct: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

Incompletes: Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Pass/No Pass: For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.

Exiting Gracefully: Instructor permission is required to drop this course once the 15th day of instruction has passed.

Course Description: Psyx 532 is a graduate-level overview of adult psychopathology, encompassing etiological theories, epidemiology, and treatment approaches used with all major behavioral disorders.

Learning Outcomes:
1) Students will learn about the development of the current diagnostic system, the DSM-5, and the issues that were involved in the recent revision of the manual.
2) Students will learn how to evaluate a client’s reported symptoms and how to assign DSM diagnoses.
3) Students will become familiar with both basic psychopathology and treatment outcome research.
4) Students will write extensively about key issues in
psychopathology and will receive feedback on both writing content and style.

5) Students will learn about psychopathology from multiple sources: diagnostic manuals, research articles, and case studies.

6) Students will learn how to integrate diagnostic data with theory in the process of case formulation.

Grading/Evaluation:

It is assumed that the best measure of your having met the objectives of this course is your ability to synthesize the material you have learned and to present your ideas to others (orally and in writing). With this in mind, evaluation of your progress will be through the following components:

45% Responses to Readings—Every two weeks, you will be asked to turn in a written response to one or more of your assigned readings. These are due by the beginning of class on Mondays (dates with an asterisk under ‘course organization’ are turn-in days for responses; seven total are required; on weeks in which Monday is a holiday, responses are due on Wednesday). Each response should directly address your reactions to assigned material over the past two weeks. An excellent response integrates ideas presented from multiple readings, theoretical perspectives learned in- or outside of this class, and your personal reactions to the material in equal measure. A good response is an in-depth reaction to one or two specific ideas presented in the readings. A poor response is an article summary or paraphrasing of the assigned material.

There is no page length requirement for your responses; however, anything two pages or less would need to be extremely concise and well organized to comprise an excellent response. I will not grade your first response due on 9/4 but will provide you with feedback that will assist in writing future responses. The remaining 6 responses will be assigned 0-7 points, totaling a possible 42 points of your final course grade (you will receive three points for handing in your response on 9/4).

15% DSM Quizzes—During the semester, there will be 3 announced quizzes to assess your comprehension and knowledge of the DSM. The format will be short-answer. Quiz dates will be scheduled in class.

25% Final Paper—The goal of this paper is to present a thorough review of one of the major topics in the field of psychopathology (e.g., exciting research areas, current controversies). As a general guideline, construct a paper similar in length and in depth of understanding to a Psychological Bulletin article. Final papers should be at least 20 pages excluding title page, references, etc. Your paper should have an abstract and should adhere to APA format. Individual meetings with me by 10/25 to establish your topic are required; provide at or before this meeting an approximately 2 page overview of your planned topic.
Grading/Evaluation (continued):

Examples of good paper topics are:
- Changes in the meaning of substance use disorder diagnoses with the abandonment of the abuse/dependence distinction in DSM-5
- Defining the concept of psychological disorder: Is there a possible synthesis between medical model and “harmful dysfunction” approaches?
- Somatoform disorders and the implication of a mind-body connection in current diagnostic practice
- Epidemiology of mental disorders from a cross-cultural perspective: What barriers hinder comparisons between cultures?

5% Presentation of Final Paper—In the final week of class, you will make a 20 minute presentation on the topic area of your paper.

10% Course Participation—Your understanding of the material in class will be demonstrated through well-constructed questions and contributions to discussion. Of course, attendance is part of participation.

Final grades will be calculated using the plus/minus system (e.g., an overall grade of 90-92% is an A-, 77-79 is a C+, etc.).

Ungraded exercises will consist of informal case “consultations” in which you will receive a clinical case description and you will develop (in collaboration with your colleagues during class) diagnostic hypotheses and a case formulation.

Required Texts:


Readings from relevant journals or other books are available on the Moodle site for this course. These materials comprise the bulk of your reading assignments over the course of the semester.

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/26)</td>
<td>Introduction to Psychopathology, Case Formulation, and the DSM</td>
</tr>
<tr>
<td>2 (9/4; response due *)</td>
<td>The Construct of “Disorder,” Stigma, and the Hot-Off-the-Presses DSM-5!</td>
</tr>
<tr>
<td>3 (9/9)</td>
<td>Epidemiology and Comorbidity</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>4 (9/16*)</td>
<td>Mood Disorders: Unipolar</td>
</tr>
<tr>
<td>5 (9/23)</td>
<td>Mood Disorders: Bipolar</td>
</tr>
<tr>
<td>6 (9/30*)</td>
<td>Anxiety Disorders: Panic, Agoraphobia, Specific Phobias, Generalized Anxiety Disorder, and Social Anxiety Disorder</td>
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<tr>
<td>7 (10/7)</td>
<td>Anxiety Disorders: Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders</td>
</tr>
<tr>
<td>8 (10/14*)</td>
<td>Schizophrenia Spectrum Disorders</td>
</tr>
<tr>
<td>9 (10/21)</td>
<td>Substance-Related and Addictive Disorders: Etiology and Epidemiology</td>
</tr>
<tr>
<td>10 (10/28*)</td>
<td>Substance-Related and Addictive Disorders: Current Research and Treatment</td>
</tr>
<tr>
<td>11 (11/4)</td>
<td>Eating Disorders and Dissociative Disorders</td>
</tr>
<tr>
<td>12 (11/11 is a holiday, 11/13*)</td>
<td>Personality Disorders</td>
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<tr>
<td>13 (11/18)</td>
<td>Personality Disorders (cont.)</td>
</tr>
<tr>
<td>14 (11/25*)</td>
<td>Somatic Symptom and Related Disorders, Sexual Disorders, Impulse Control Disorders, Neurocognitive Disorders</td>
</tr>
<tr>
<td>15 and 16 (12/2, 12/9)</td>
<td>Final Thoughts: Synthesis and Presentations</td>
</tr>
</tbody>
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**Readings:**

**Note:** Subscripts following a citation indicate the intended day of the week that we will discuss each article or chapter in class (M=Monday, W=Wednesday). For weeks 2, 12, and 14, there is only one meeting day for the class and subscripts are not used. DSM readings apply to the entire week and should be read for Mondays.

Week 1, Introduction to Psychopathology, Case Formulation, and the DSM


The final exam is scheduled for this class on 12/10 from 10:10-12. The final paper is due at this time.

Read the highlights of changes to DSM-5 at http://www.dsm5.org/Documents/changes%20from%20dsms-iv-tr%20to%20dsms-5.pdf


Week 3, Epidemiology and Comorbidity


Week 4, Mood Disorders: Unipolar

DSM-5 – pp. 155-188

Chapter 11, Halgin Text (Flora)


Week 5, Mood Disorders: Bipolar

DSM-5 – pp. 123-154

Chapter 10, Halgin Text (Irene)


Week 6, Anxiety Disorders: Panic, Agoraphobia, Specific Phobias, Generalized Anxiety Disorder, and Social Anxiety Disorder

DSM-5 – pp. 189-233

Chapter 4, Halgin Text (Eric)


Effects on prevalence and associations with other disorders in the National Comorbidity Survey Replication. *Journal of Anxiety Disorders, 21*, 662-676.

Week 7, Anxiety Disorders: Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders

DSM-5—pp. 235-290

Halgin Text: Chapter 5 (Judy) and Chapter 6 (Sheila and Karen)


Week 8, Schizophrenia Spectrum Disorders

DSM-5—pp. 87-122

Chapter 13, Halgin text (Jeff)


Week 9, Substance-Related and Addictive Disorders: Etiology and Epidemiology

DSM-5 – pp. 481-589

Chapter 16, Halgin Text (John)


Week 10, Substance-Related and Addictive Disorders: Current Research and Treatment


**Week 11, Dissociative Disorders and Eating Disorders**

DSM-5— pp. 291-307; 329-354

Halgin text: Chapter 7 (Joe) and Chapter 17 (Sally)


**Week 12, Personality Disorders**

DSM-5— pp. 645-684

Halgin Text: Chapter 3 (Murray)


Week 13, Personality Disorders

Halgin Text: Chapter 2 (Ann)


Week 14, Somatic Symptom and Related Disorders, Sexual Disorders, Impulse Control Disorders, Neurocognitive Disorders


Halgin Text: Chapter 9 (Ernie)


Week 15, Final Thoughts: Synthesis and Presentations